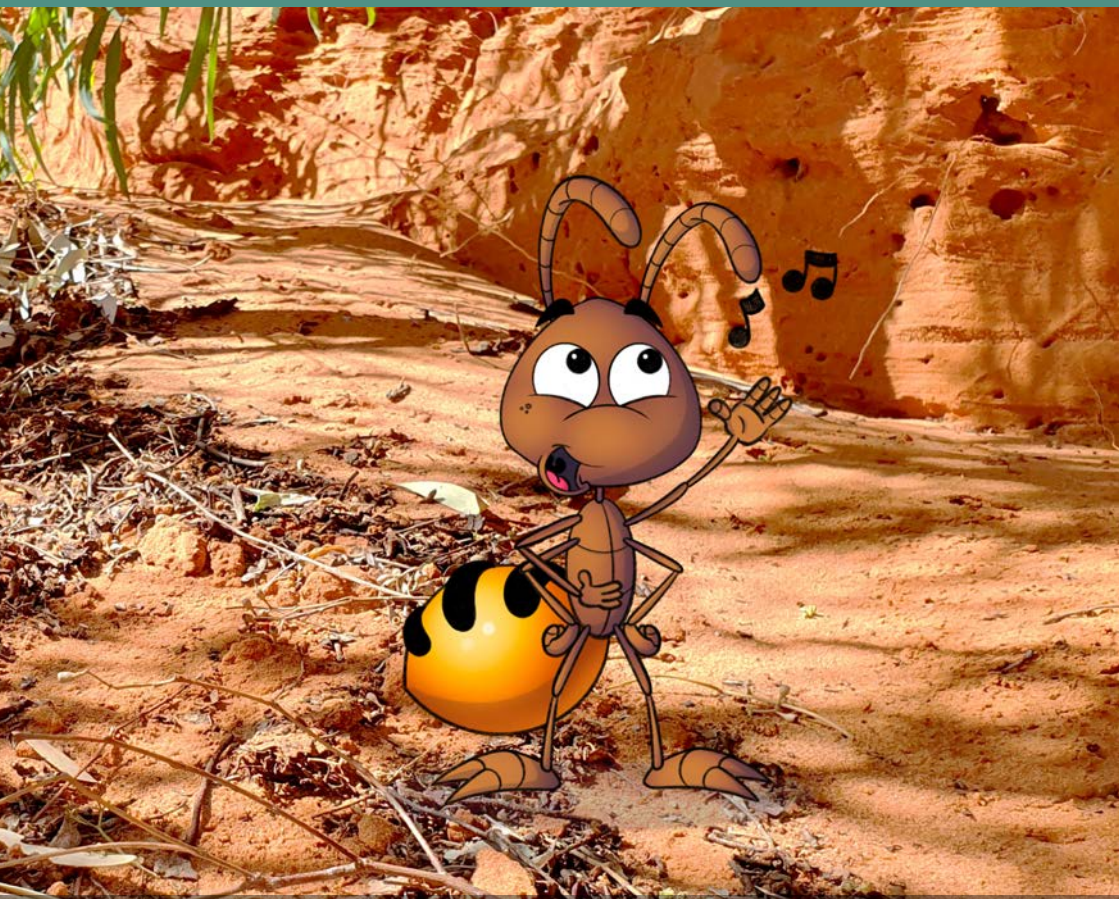
SET 5



Sant sings a song

Written by Jacqui Edwards.
Illustrated by Dave Atze, Trent Lambert and Tsunami Hee Ja.

SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

van	too	wait	good
zoom	sing	swim	looks

Practise high frequency words

the	he	all	a

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

sings – makes a musical sound with his/her voice

song – a short piece of music with words that you sing

van – a small vehicle used especially for carrying goods

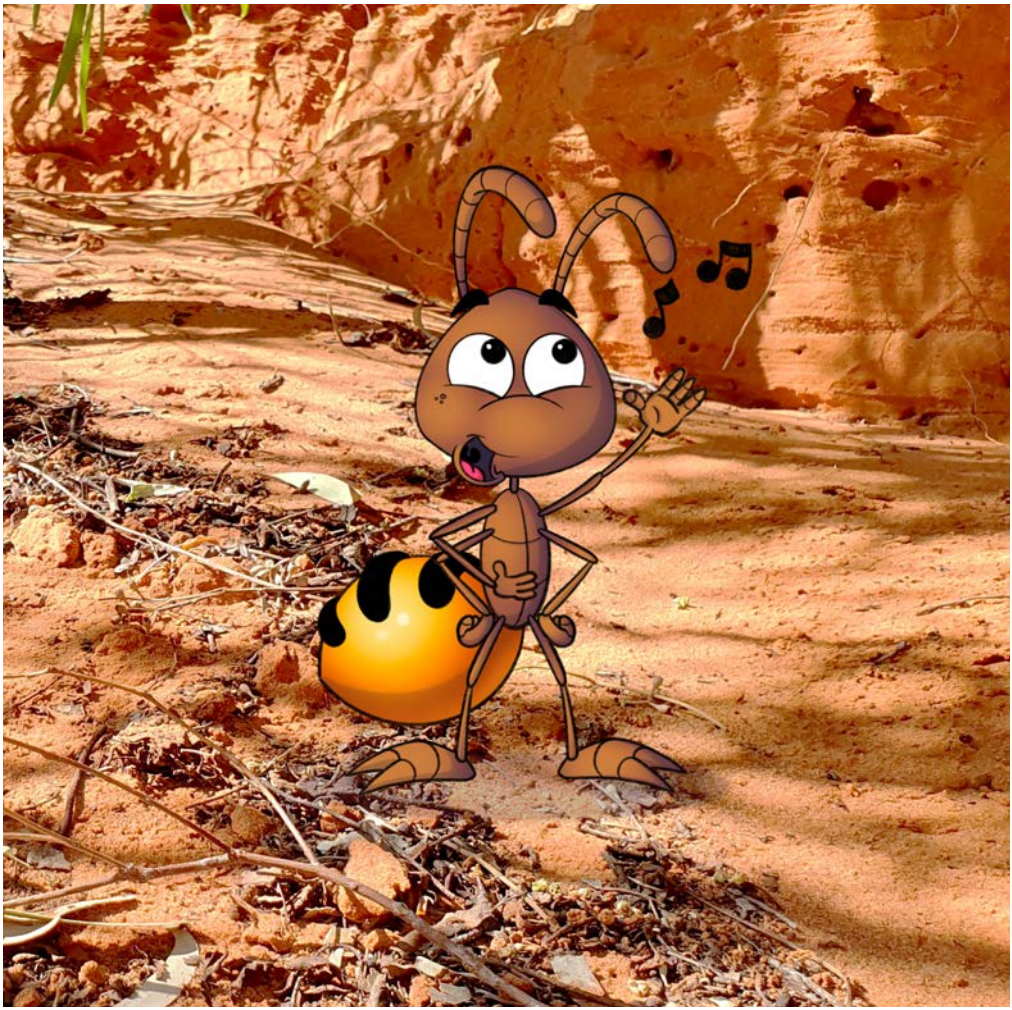
band – a group of people who make music and sing

mob – a crowd of people

zooms – goes somewhere or does something very quickly

pool – a container that holds water that you can swim in

Wait! – a command to stop



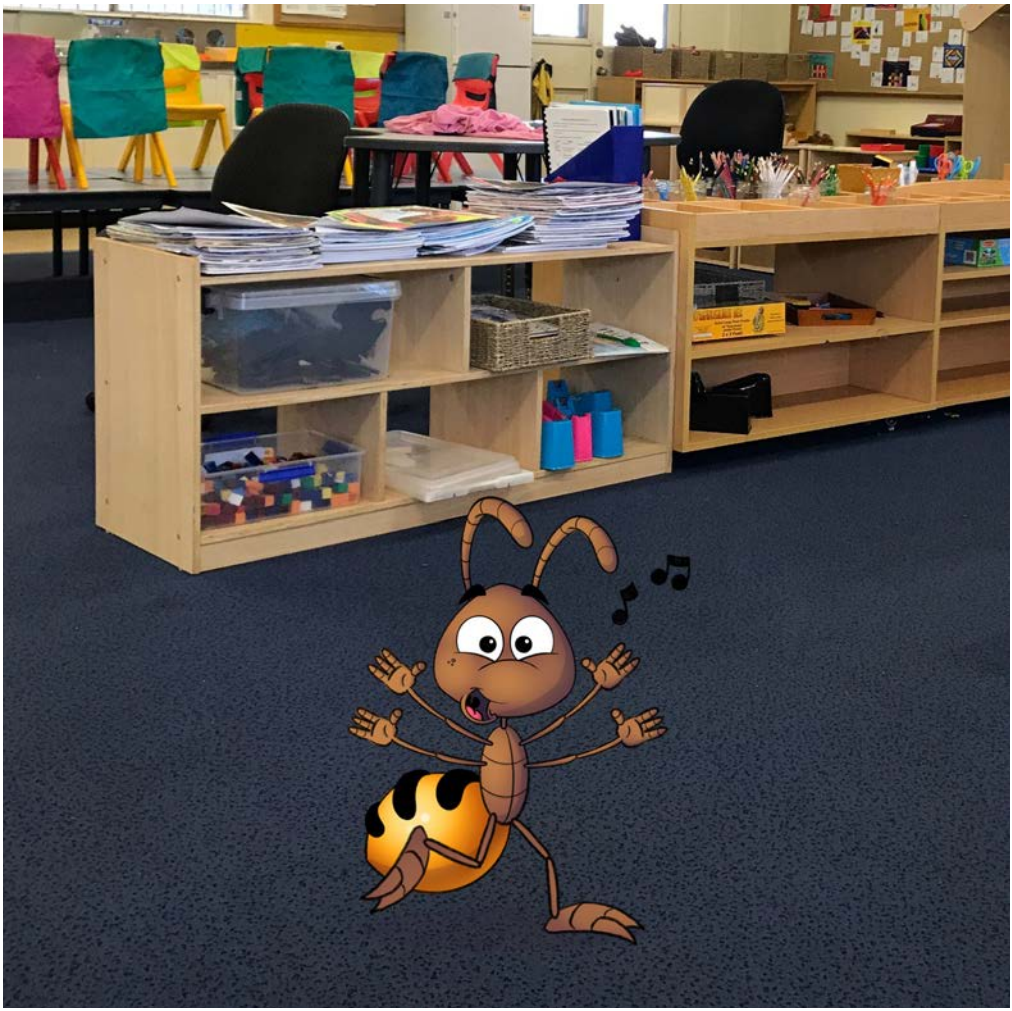
Sant the ant sings a song.

He sings for Dan in the van.

He sings for the kid's band.

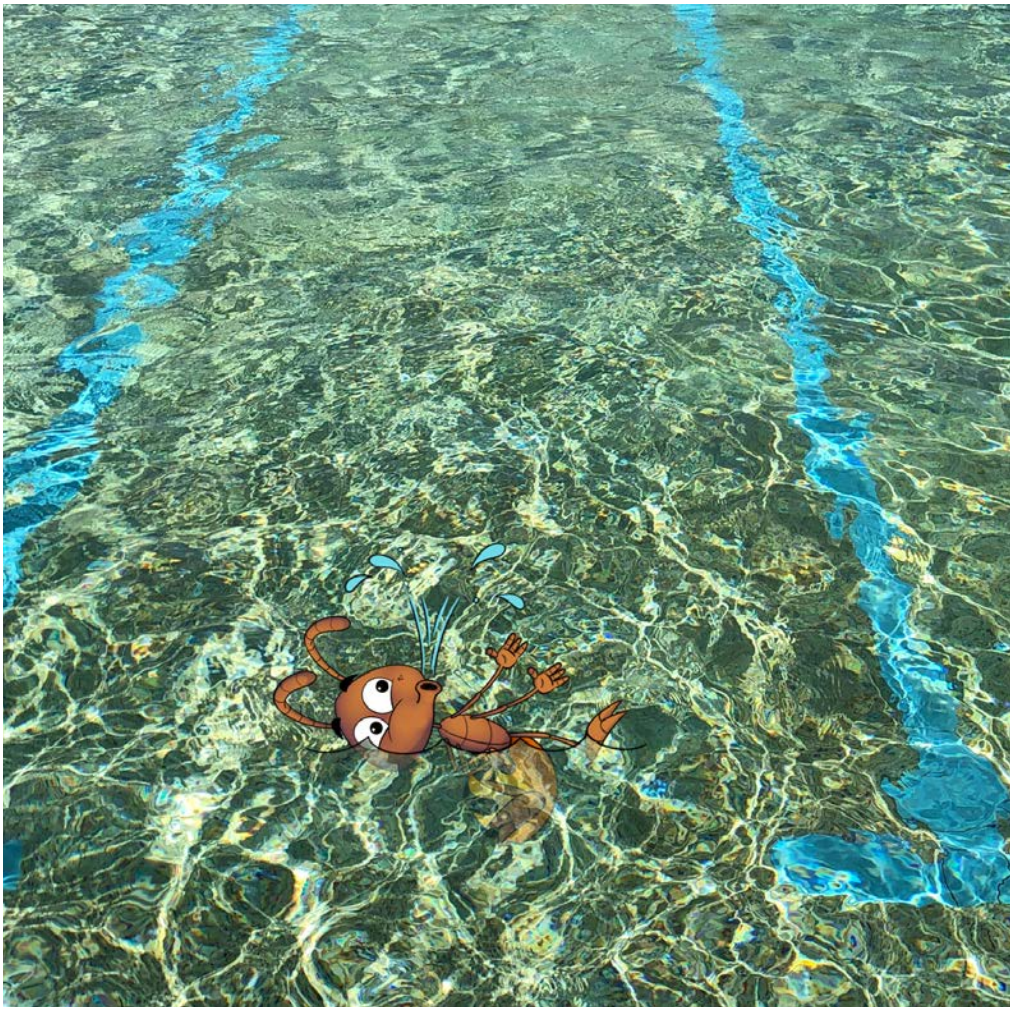
Sant sings for all the mob. Is it a good job?

Sant sings as he looks at a book. He sings as he cooks.



He sings as he zooms in the room.

Sant sings in the pool too.



Wait! Can ants swim?
Just look at him.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. How many places did Sant sing in? Count them on your fingers.
2. Can you find the words that rhyme in the story?
3. Do you like singing? If you do, tell me four places where you like to sing.
4. Why was Sant singing as he cooked? What could he be singing about? Let's make up a cooking song.
5. Do you think that ants can swim? Have you ever seen an ant swim?

Fluency chart

at	up	for	too
book	him	ant	kid
van	song	Dan	mob
cool	job	good	wait
look	zoom	swim	sings
band	cooks	just	looks

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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